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ABSTRACT

This report describes and assesses second-year activities of the University of Toledo (Ohio)/Springfield Local Schools Teacher Corps Project. Planning and implementation procedures related to staff development courses and workshops at elementary, junior, and senior high schools are the focus of this initial assessment. Assessments of the following on-site staff development activities are provided: (1) credit courses on curriculum development and content area reading; and (2) workshops on motivating readers, effective discipline, and student motivation and attitudes. Course objectives and content are outlined. Assessment instruments, designed to provide feedback from those who planned and those who participated in the activities, are discussed. Findings and conclusions cite the high ratings achieved by the program. Appended are the assessment instruments and the workshop and course evaluation results. (FG)

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ED225949

Teacher Corps * Program '79
The University of Toledo/
Springfield Local Schools

AN INITIAL ASSESSMENT

OF YEAR TWO ACTIVITIES

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January, 1981

SP 017 705

Introduction

Activities to be implemented during Year Two of The University of Toledo/ Springfield Local Schools Teacher Corps Project are described in Part I of Section Two of the 1980 Continuation Amendments to the project proposal. The activities include: (1) an LEA staff development program, (2) a master's degree/Ohio teacher certification program as well as community training for Project Interns, and (3) community-based education.

The planning and implementation of university courses and school workshops was a principal focus of project activity during the first six months of Year Two. The courses and workshops, in addition to a "for credit" formal follow-up for a teacher institute begun during summer, constituted a substantial part of intern training as well. Therefore, planning and implementation activities related to staff development courses and workshops are the focus of this initial assessment report.

This report describes staff development planning: summarizes university courses and building workshops; outlines assessment procedures; and discusses assessment findings and conclusions.

Course and Workshop Planning

The staff development system improvement model designed by the project is described in detail in the 1980 Continuation Proposal (pp. 72-76). Continuation Proposal planning for staff development courses and workshops followed specified criteria. The criteria were:

1. Each course and workshop uses identified Subject Area Goals and Objectives as point of departure for planning.
2. Courses address more complex issues related to larger numbers of goals/objectives which have higher district-wide interest.
3. Workshops address less complex issues related to smaller numbers of goals/objectives which have lesser district-wide interest.

4. Each is offered on-site.

5. Each is developed collaboratively with instructor by identified teacher committee.

6. Courses utilize CBTE model for design and syllabus.

7. Courses meet UT Graduate School requirements for credit.

8. Workshop plans identify specific objectives.

9. Each limited to thirty participants.

10. Syllabi/Plans include these elements: identified needs, goals/objectives, activities and materials, and evaluation schema.

11. Each provides for school/classroom implementation.

12. Each is scheduled to accommodate optimum participation.

As provided in the 1980 Continuation Proposal (p. 75):

> The courses will include the goals and objectives originally written by the Subject Area Committees. However, it is expected that these objectives will be refined and expanded, that varied and motivating treatments will be planned, that products which are classroom applicable will be selected and that criterion referenced assessment and performance evaluation will be planned. The intent is to implement Competency Based Education in all coursework.
>
> The workshop format need not adhere to graduate course standards or CBTE. Nonetheless, the objectives, judged to be appropriate for workshop delivery, will also be refined and expanded, motivating experiences will be cued to objectives and appropriate time frames, in terms of the number of hours necessary to accomplish the objectives, will be assigned. Workshops may vary from one half-day in-service sessions to six after school or Saturday sessions.

Each course instructor and workshop consultant worked with teacher members of the Subject Area Committees established during the 1979-80 project planning year to construct specific instructional objectives and to design course and workshop activities, including classroom and other school arena implementation activities, which would address identified district-wide and individual building staff development goals and objectives. Planning groups for the respective Fall courses and workshops were:

Curriculum Development

Bonnie Clark	James Gress	Judith Usko
Marsha Enright	Claire Jacobi	Jack Wallington
Rita Gibson		

Reading in the Content Areas

Gene Daniels	Pat Krieger	Jean Rahm
Mary Jo Henning	Dorothy Lange	Terri Schultz

High School Workshop

Irene Daniels	Donald Prentiss	Eunice White
Anthony Guzzo	Wells Singleton	

Junior High Workshop

Fred Dais	Barbara Herring	Jack Wallington
Dwayne DeMedio	Lee Irons	

Holland Workshop

Al Lipinski	Herbert Sandberg	Cynthia Williams
Beth Micham	Judith Usko	

Each planning group met two or three times to complete identified tasks.

Staff Development Activities

Prioritized goals and objectives for staff development in five subject areas were a principal product of the needs assessment and other planning carried out in Year One of the project. The five subject areas are: (1) Basic Skills/Diagnostic-Prescriptive Instruction in Reading, (2) Basic Skills/ D-P Instruction in Mathematics, (3) School Climate, (4) Least Restrictive Alternative Schooling for the Handicapped, and (5) Education That is Multicultural (1980 Continuation Amendments, pp. 90-105).

Courses. During the university's Fall Quarter, two courses for credit were offered to address identified goals and objectives. The two courses were:

1. "Curriculum Development";

2. "Reading in the Content Areas."

Curriculum Development Course. The curriculum course addressed the following staff development goals and objectives (pp. 92, 95-96, 98):

Subject Area: Basic Skills/Diagnostic-Prescriptive Instruction in Reading

Goal 6: To Develop Greater Articulation Among Grade Levels.

Subject Area: Basic Skills/Diagnostic-Prescriptive Instruction in Mathematics

Goal 9: To Develop an On-going and Continuous Recork-keeping System.

a. To Define or Categorize the Various Areas of the Math Program.

b. To Construct a Record-keeping Form, K-12, which can be Utilized and Passed on Each Year to Include all Areas of the Math Program as Identified.

c. To Develop Instruments of Evaluation for Each Area of the Mathematics Program.

Goal 15: To Improve Articulation and Communication Among Grade Levels.

a. To Develop an On-going and Continuous Math Record-keeping System, K-12.

b. To Allocate Appropriate In-Service Time by Departments, K-12, in order to Set Up Individual and Departmental Goals and Objectives, Mid-Year Modification, and Year-End Evaluation.

Site-specific objectives were:

1. Springfield staff participants will identify and define meanings of the term, curriculum, and their relationships and significance.

2. Participants will define the terms, instruction, schooling, course-of-study, teaching, learning, and education.

3. Participants will identify the fundamental significance of curriculum issues for schooling.

4. Springfield staff participants will identify internal and external forces which influence the development of curriculum.

5. Participants will define and discuss community roles in curriculum development.

6. Springfield staff participants will identify and examine philosophical frameworks for schooling.

7. Participants will identify sources of curriculum and their relationships with a curriculum's statement of philosophy.

8. Springfield staff participants will examine curriculum planning processes, including techniques for selecting and ordering components, i.e., goals and objectives, learning activities and materials, instructional strategies, and evaluation schema.

9. Springfield staff participants will outline and investigate strategies for curriculum implementation.

10. Participants will identify strategies for curriculum management and evaluation, including provisions for vertical articulation and monitoring student progress.

11. Participants will identify relationships between a curriculum, on the one hand, and students' individual needs, interests, strengths and characteristics, on the other.

12. Springfield staff participants will identify strategies for accommodating differences in learning and teaching styles.

13. Participants will discuss relationships between the curriculum and student's life/career plans.

14. Participants will assess the learner characteristics of at least one of their students using the model developed by Jack Frymier.

Instructors were James R. Gress, Associate Professor, Department of Elementary and Early Childhood Education, and Project Program Development Specialist, and Claire L. Jacobi, Director of Instruction and Personnel, Springfield Local Schools. Course activities included those to be implemented subsequently in the school district's development of objectives-based, K-12, programs in Reading and Mathematics.

Reading Course. The reading course addressed the following staff development goals and objectives (pp. 90-92):

Subject Area: Basic Skills/Diagnostic-Prescriptive Instruction in Reading

Goal 2: To promote greater student reading achievement in

comprehension, including comprehension in subject texts.

a. To identify those skills necessary to develop a hierarchy of comprehension skills.

b. To assess students' strengths and weaknesses regarding those skills.

c. To design techniques that aide the teacher to teach the skills.

Goal 3: To improve study skills that meet the needs of students.

a. To examine methods of formalized study.

b. To create materials to adapt to the learning needs of the students in each study skills area.

c. To adapt those materials objectively to the grade level curriculum area.

Goal 4: To individualize instruction.

a. To match appropriate learning activities and materials to reading objectives and student needs.

b. To develop a resource file of learning activities.

Goal 5: To assist teachers in understanding and developing diagnostic-prescriptive techniques.

a. To interpret data provided by reading teachers.

b. To examine various assessment systems for individualizing instruction.

c. To learn techniques for developing informal reading activities.

Site-specific objectives were:

1. Using their classroom texts and materials each participant will learn:

   a. criteria for selection of reading materials, and
   b. techniques for assessment of reading.

2. Following discussions and demonstrations that focus upon motivating students to read, each participant will develop:

   a. an interest inventory to be used in his/her classroom, and
   b. a learning center that encourages student reading.

3. Each participant will develop an informal reading inventory and administer the inventory in the classroom. Each inventory will be studied for classroom prescriptions.

4. Using their classroom texts, each participant will develop at least one vocabulary guide or activity to use in the classroom.

5. Following a classroom discussion of reading comprehension and textbook related reading, each participant will develop and use in the classroom:

   a. at least one directed reading activity, and
   b. at least one reading guide in which questions are constructed at all three of the following levels of comprehension: literal, inferential, and applied (applicative).

6. Each participant will develop an informal study skills assessment and administer the assessment in the classroom. Each assessment will be studied for classroom prescriptions.

7. Following a discussion of individualized instruction and its possibilities in both elementary and secondary school classrooms, each participant will develop and demonstrate at least one strategy for individualizing reading instruction in his/her classroom.

The instructor was Mary Jo Henning, Professor and Chair, Department of Secondary Education. Course activities included those to be implemented subsequently in participants' classrooms.

Workshops. During the fall, school workshops were offered at three building sites. They were the following at the respective schools:

1. "Motivation in Reading" (Holland Elementary School);

2. "Facilitating Learning Through Effective Discipline" (Junior High);

3. "Effecting Positive Student Motivation and Attitude" (High School).

Holland Workshop. The Holland workshop addressed the following staff development goal and objectives (pp. 90-91):

Subject Area: Basic Skills/Diagnostic-Prescriptive Instruction in Reading

Goal 1: To improve student attitude/motivation resulting in a positive climate toward the reading/learning process.

a. To design teacher strategies for positive learning techniques.

b. To apply those techniques to promote good learner/teacher/parent climate.

Goal 3: To improve study skills that meet the needs of students.

a. To examine methods of formalized study.

b. To create materials to adapt to the learning needs of the students in each study skills area.

c. To adapt those materials objectively to the grade level curriculum area.

Site-specific objectives for the respective workshop sessions were:

1st Session

1. Each workshop participant will use pantomime to increase student interest in reading poetry.

2. Each participant will use dramatization to interest students in an identified textbook story type.

2nd Session

3. Each participant will use a poem to teach a predetermined reading skill.

4. Each participant will use a short story to teach a predetermined reading skill.

3rd Session

5. Each participant will identify and present an argument for or against the direct teaching of rules of phonics and work attack in reading.

6. Each participant will identify a technique for making reading a satisfying activity.

The workshop consultant was Herbert Sandberg, Professor of Elementary and Early Childhood Education. Workshop activities included those to be utilized in participants' classrooms.

Junior High Workshop. The Junior High workshop addressed the following staff development goals and objectives (pp. 99-100):

Subject Area: School Climate

Goal 1: To increase student respect toward schools, teachers, peers and selves.

a. To promote student pride in the school and its physical facilities.

b. To promote student understanding of, and cooperation with, identified authority.

c. To promote positive student-student interactions in instructional and non-instructional situations.

d. To help students value themselves and others.

Goal 3: To increase uniformity in following school discipline policies and procedures.

a. To identify teachers' and administrators' expectations for each other.

b. To improve communications among staff as to follow-through on discipline problems.

c. To improve parents' knowledge of, and support for, school discipline policies and procedures.

Site-specific objectives for the respective workshop sessions were to enable participants:

1st Session

1. To explain major causes of Teacher-Burnout and Ineffective Discipline in junior highs.

2. To describe specific ways in which a school can counteract Teacher-Burnout and simultaneously improve the learning climate in the school.

3. To explain specific strategies for decreasing Teaching-Burnout and increasing the learning climate in their courses.

4. To differentiate between static and dynamic views of discipline.

5. To state at least five models or approaches for attaining discipline.

6. To describe developmental traits of students in concrete and formal stages of development as these traits relate to discipline.

7. To explain the three basic stages of discipline through which students progress.

8. To state ways in which the curriculum can be altered to promote effective discipline.

9. To explain factors relating the process of teaching which teachers can change to promote effective discipline.

2nd Session

10. To describe the physical, intellectual, emotional and social traits which characterize junior high school students.

11. To state specific implications which the physical, intellectual, emotional and social traits of junior high school students have for teaching junior high students.

12. To explain specific teaching and learning activities which they can use in improving their teaching and which will help the physical, intellectual, emotional and social growth of junior high school students.

3rd Session

13. To explain the relationship between learning and teaching.

14. To state at least five principles of learning which should be considered in determining effective teaching.

15. To explain at least four internal elements of teaching which should be considered in determining effective teaching techniques.

16. To discuss at least three critical elements of teaching which should be considered in teaching a lesson.

17. To explain at least two advantages, disadvantages of the following teaching strategies: inquiry, simulation, contracts, small group techniques, centers and learning activity packages; to explain the steps of implementations for the following teaching strategies: inquiry, simulation, contracts, centers, small group techniques, and learning activity packages.

4th Session

18. To explain the social, emotional and attitudinal growth characteristics of junior high school students.

19. To describe teaching strategies and learning activities which are well-suited for advancing the social, emotional and attitudinal growth of junior high school students.

20. To state ways of incorporating value clarification activities in their courses.

The workshop consultant was Dwayne DeMedio, Associate Professor of Secondary Education. Workshop activities included those to be utilized in participants' classrooms.

High School Workshop. The High School workshop addressed the following staff development goal and objectives (p. 99):

Subject Area: School Climate

Goal 1: To increase student respect toward schools, teachers, peers and selves.

a. To promote student pride in the school and its physical facilities.

b. To promote student understanding of, and cooperation with, identified authority.

c. To promote positive student-student interactions in instructional and non-instructional situations.

d. To help students value themselves and others.

Site-specific objectives for the respective workshop sessions were that participants:

1st Session

1. Will acquaint themselves with research findings regarding motivation.
2. Will acquaint themselves with the usefulness of discussion through meaningful activities which lead to motivation.
3. Will identify the need for positive self-concept in order to foster motivation.

2nd Session

4. Will demonstrate need to understand the various conditions that lead to negative motivation.
5. Will acquaint themselves with teacher problems related to motivation through the use of case studies.
6. Will understand the difficulties in establishing a climate conducive to motivation in classroom.

3rd Session

7. Will acquaint themselves with the three forms of classroom modalitors--cooperation, competition and individualization.
8. Will demonstrate the need for cooperative efforts in classroom work.
9. Will demonstrate the task commitment a highly motivating activity will generate.

The workshop consultant was H. Wells Singleton, Associate Professor of Secondary Education. Workshop activities include those to be utilized in participants' classrooms and other dimensions of High School activity.

Participation. About seventy-five percent of the Springfield staff participated in fall staff development activities, including the two courses, three building workshops, and fall follow-up for the teacher institute. Courses met for ten three-hour sessions; workshops met for three or four two hour sessions.

Excluding the project interns, LEA staff participated in fall courses, participated in building workshops, and participated in institute follow-up activities as follows:

	LEA School					
	Other	Crissey	Dorr Street	Holland	Junior High	High School
Course						
Curriculum Development	3	5	8	7	5	5
Reading Content Areas	2	-	-	4	4	6
Workshop						
First Session	N/A	N/A	N/A	23	32*	54*
Second Session				25	17	15
Third Session				26	16	16
Fourth Session				--	13	--
Institute Follow-up	3	10	1	18	12	6

*Released time

Assessment Procedures

Assessment instruments were designed to provide feedback from course and workshop planning committee members, course and workshop participants, and school administrators. The package of instruments is included in Attachment A.

Each instrument included a number of Likert-type agreement-disagreement items related to identified criteria as well as provisions for other comments and observations. Course and workshop planning feedback instruments included: (1) items related to the criteria outlined on pp. 1-2 of this report and (2) items related to general professional behaviors of identified instructors and consultants. Course and workshop participant feedback instruments included: (1) items related to specified site-specific objectives (see pp. 4-5, 6-7, 8, 9-10, and 11) and (2) items related to overall course and instructor/consultant considerations. The Administrator Feedback instrument contained open-ended items related to project impact and effectiveness. Feedback was then collected during the week of December 15th.

Tables I through VIII display tabulations and summary comments in response to the instruments utilized (see Attachment B).

Findings and Conclusions

Examination of the tabulated data reveals the following:

1. Course and workshop planning activities met the criteria established for the staff development decision-making model.
2. Course participants achieved at least ninety percent of the established instructional objectives.
3. Participants in the Curriculum course noted, in particular, a greater appreciation of the complexity of curriculum development.
4. Participants in the Reading course developed in particular, more effective reading guide materials, and they report renewed classroom

efforts to meet a variety of student reading needs.

5. Workshop participants achieved all instructional objectives.
6. High School workshop participants developed a variety of additional awareness about motivation.
7. Holland workshop participants acquired renewed enthusiasm in general.
8. Activities administrators judged to be the most effective were the building workshops as well as the Teacher Institute conducted last summer.

Seventy-five percent of the Springfield professional personnel was involved in the staff development program in the Fall Quarter. Others may have been active in some additional ways, but they were not registered for courses or workshops.

The summary of data gathered from the Likert-type feedback instruments about the planning process indicated that participants agreed that the planning process accomplished what was intended. They agreed that course offerings were planned to meet the goals and objectives established last year and addressed high priority needs, that university consultants provided resources and were responsive to committee requests, that provisions for evaluation and classroom implementation were planned.

Data gathered in terms of course objectives revealed a very high degree of effectiveness for the course offerings. Both courses received high ratings by the majority of participants although, of course, certain items received less favorable evaluation. Responses from Springfield administrators indicated positive support for project activities.

All course and workshop syllabi, as well as course evaluation instruments and summary sheets, are available in the Teacher Corps Office. Planning process feedback instruments and accompanying summary data are available as well.

ATTACHMENT A

Teacher Corps * Program '79
The University of Toledo/
Springfield Local Schools

COURSE PLANNING FEEDBACK
Fall Quarter, 1980

! ! !MPORTANT - READ FIRST ! !

Earlier this fall, you served as a member of a committee to plan one of two university courses offered on-site to Springfield staff through the Teacher Corps project. Please indicate the extent of your agreement or disagreement with each of the statements about the planning process below by circling the appropriate numeral using the scale given. Add any comments or observations which you may care to make in the space provided.

Course Planning Committee:

_____ "Curriculum Development"

_____ "Reading in the Content Areas"

Scale: 6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly
1 = Disagree Strongly

1. The course which was planned related to identified goal(s) and objectives constructed by the Teacher Corps Subject Area committee last year.	6	5	4	3	2	1
2. Specific objectives were stated for the course.	6	5	4	3	2	1
3. The course was planned to address high priority, district-wide needs.	6	5	4	3	2	1
4. The university instructor was receptive to committee input.	6	5	4	3	2	1
5. The university instructor was responsive to stated committee concerns.	6	5	4	3	2	1
6. The university instructor was helpful in providing planning ideas and resources for the committee.	6	5	4	3	2	1
7. Reasonable provisions for course evaluation were agreed upon.	6	5	4	3	2	1
8. Course planning included attention to school and classroom implementation of course ideas and activities.	6	5	4	3	2	1

Additional Comments/Observations:

COURSE FEEDBACK
"Curriculum Development"
Fall, 1980

! ! IMPORTANT - READ FIRST ! !

You have participated this fall in a course, "Curriculum Development," offered through the Teacher Corps project. The course was planned with the university instructors by a Springfield teacher committee, and the planning was based on in-service goals and objectives developed by a Teacher Corps school/community/university committee last year.

Items no. 1 through 10 below relate to individual objectives specified in the course syllabus you received. Items 11 through 15 and item 16 refer to the course overall. Please indicate the extent of your agreement or disagreement with each of the items no. 1-15 about the course by circling the appropriate numeral according to the scale given. In addition, please respond briefly to the final item in the space provided.

Scale: 6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly
1 = Disagree Strongly

1.	The course helped me to define curriculum.	6	5	4	3	2	1
2.	The course helped me to understand the importance of curriculum issues.	6	4	3	3	2	1
3.	The course helped me to identify forces which influence curriculum development.	6	5	4	3	2	1
4.	The course helped me to clarify community roles in curriculum development.	6	5	4	3	2	1
5.	The course investigated philosophical frameworks for curriculum.	6	5	4	3	2	1
6.	The course identified major "sources" of curriculum.	6	5	4	3	2	1
7.	The course examined a variety of curriculum development models.	6	5	4	3	2	1
8.	The course helped me to clarify current thinking about the content of reading or mathematics programs.	6	5	4	3	2	1

9.	The course investigated factors related to successful curriculum implementation and innovation.	6	5	4	3	2	1
10.	The course investigated differences in learning styles and teaching styles.	6	5	4	3	2	1
11.	The course provided some useful information.	6	5	4	3	2	1
12.	Course activities were interesting.	6	5	4	3	2	1
13.	The instructors were competent.	6	5	4	3	2	1
14.	The instructors were well-prepared.	6	5	4	3	2	1
15.	The work group activities were meaningful.	6	5	4	3	2	1

16. Identify the two or three most important lessons you take away from the course:

COURSE FEEDBACK
"Reading in the Content Areas"
Fall, 1980

! ! IMPORTANT - READ FIRST ! !

You have participated this fall in a course, "Reading in the Content Areas," offered through the Teacher Corps project. The course was planned with the university instructor by a Springfield teacher committee, and the planning was based on in-service goals and objectives developed by a Teacher Corps school/community/university committee last year.

Items no. 1 through 10 below relate to individual objectives specified in the course syllabus you received. Items 11 through 15 and items 16 and 17 refer to the course overall. Please indicate the extent of your agreement or disagreement with each of the items no. 1-15 about the course by circling the appropriate numeral according to the scale given. In addition, please respond briefly to the final two items in the spaces provided.

Scale:
6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly
1 = Disagree Strongly

1. The course identified criteria for selecting student reading materials.	6	5	4	3	2	1
2. The course identified techniques for assessing students' reading.	6	5	4	3	2	1
3. The course helped me develop a reading interest inventory.	6	5	4	3	2	1
4. The course helped me construct a reading learning center.	6	5	4	3	2	1
5. In the couse, reading inventories were administered in classes and the results studied for class prescription.	6	5	4	3	2	1
6. The course helped me develop a classroom vocabulary activity.	6	5	4	3	2	1
7. The course helped me develop a directed reading activity.	6	5	4	3	2	1
8. The course helped me construct questions for different levels of reading comprehension.	6	5	4	3	2	1

9.	The course helped me develop, administer, and interpret results of an informal study skills assessment.	6	5	4	3	2	1
10.	The course helped me develop a strategy for individualizing reading instruction.	6	5	4	3	2	1
11.	Overall, the course provided some useful information.	6	5	4	3	2	1
12.	Overall, course activities were interesting.	6	5	4	3	2	1
13.	The instructor was competent.	6	5	4	3	2	1
14.	The instructor was well-organized.	6	5	4	3	2	1
15.	The course helped me in my teaching.	6	5	4	3	2	1

16. Identify the two or three most important lessons you take away from the course:

17. Identify ways the couse has helped you as a classroom teacher:

WORKSHOP PLANNING FEEDBACK
Fall Quarter, 1980

! ! IMPORTANT - READ FIRST ! !

Earlier this fall, you served as a member of a committee to plan one of the school-site workshops offered through the Teacher Corps project. Please indicate the extent of your agreement or disagreement with each of the statements about the planning process below by circling the appropriate numeral using the scale given. Add any comments or observations which you may care to make in the space provided.

Workshop Planning Committee:

_____ Holland/Sandberg
_____ Jr. High/DeMedio
_____ High School/Singleton

Scale: 6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly
1 = Disagree Strongly

1. The workshop which was planned related to high-priority goal(s) and objective(s) constructed by Teacher Corps committees last year.	6	5	4	3	2	1
2. Specific objectives were stated for the workshop.	6	5	4	3	2	1
3. The workshop was planned to address high priority building needs.	6	5	4	3	2	1
4. The university consultant was receptive to committee input.	6	5	4	3	2	1
5. The University consultant was responsive to stated committee concerns.	6	5	4	3	2	1
6. The university consultant was helpful in providing planning ideas and resources for the committee.	6	5	4	3	2	1
7. Workshop planning included concern for school/classroom implementation.	6	5	4	3	2	1
8. Workshop scheduling provided for optimum school staff participation.	6	5	4	3	2	1

Additional Comments/Observations:

WORKSHOP FEEDBACK
Springfield High School
Fall, 1980

! ! IMPORTANT - READ FIRST ! !

Three workshop sessions were presented through the Teacher Corps project this fall to facilitate enhancement of "student attitude" at Springfield High School. The workshop was planned with the university consultant by a committee of High School Staff members to address high priority building needs identified by the entire Staff last year.

Items no. 1 through 9 below are based on the specific objectives developed by the planning committee for the respective workshop sessions. Items no. 10 through 16 refer to each and all sessions.

Please check the date(s) below for the session(s) you attended. Then, indicate the extent of your agreement or disagreement with the items about the sessions you attended as well as with the items for "All Sessions" by circling the appropriate numeral according to the scale given. In addition, please respond briefly to the final item in the space provided.

Scale:
6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly
1 = Disagree Strongly

Sessions:
_____ November 5th
_____ November 19th
_____ December 3rd

November 5th Session

1. The workshop presented recent research findings about motivation.	6	5	4	3	2	1
2. The workshop demonstrated the usefulness of open discussion for enhancing student motivation.	6	5	4	3	2	1
3. The workshop illustrated a need for positive teacher self-concept for fostering student motivation.	6	5	4	3	2	1

November 19th Session

4. The workshop facilitated understanding of conditions which prompt negative motivation.	6	5	4	3	2	1

5. The workshop demonstrated relationships between a teacher's own problems and student motivation.	6	5	4	3	2	1
6. The workshop underscored the difficulty in establishing positive Staff motivation.	6	5	4	3	2	1

December 3rd Session

7. The workshop identified three forms of classroom motivation -- competition, cooperation and individualization.	6	5	4	3	2	1
8. The workshop demonstrated the task commitment which high motivation can generate.	6	5	4	3	2	1
9. The workshop demonstrated a need for greater cooperation between teachers and students in this regard.	6	5	4	3	2	1

All Sessions

10. The course provided some useful information.	6	5	4	3	2	1
11. Workshop activities were interesting.	6	5	4	3	2	1
12. The university consultant was competent.	6	5	4	3	2	1
13. The university consultant was well-prepared.	6	5	4	3	2	1
14. The workshop session(s) has(have) been helpful in my teaching.	6	5	4	3	2	1

15. Identify two or three of the most important conclusions you reached as a result of workshop activities:

16. Identify ways in which the workshop has benefited your teaching:

WORKSHOP FEEDBACK
Springfield Junior High
Fall, 1980

! ! IMPORTANT - READ FIRST ! !

Three workshop sessions were presented through the Teacher Corps project this fall to facilitate enhancement of "student discipline" at Springfield Junior High. The workshop was planned with the university consultant by a committee of Junior High Staff members to address high priority building needs identified by the entire Staff last year.

Items No. 1 through 8 below are based on the specific objectives developed by the planning committee for the respective workshop sessions. Items No. 9 through 15 refer to each and all sessions.

Please check the date(s) below for the session(s) you attended. Then indicate the extent of your agreement or disagreement with the items about the session(s) you attended as well as with the items for "All Sessions" by circling the appropriate numeral according to the scale given. In addition, please respond briefly to the final item in the space provided.

Scale: 6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly
1 = Disagree Strongly

Sessions: ____ September 17
____ October 28
____ November 25
____ December 2

September 17th Session

1. The workshop increased understanding of "teacher burnout" and ways to counteract it.	6	5	4	3	2	1
2. The workshop identified several models for attainging effective discipline.	6	5	4	3	2	1
3. The workshop presented methods for changing the curriculum to promote effective discipline.	6	5	4	3	2	1

October 28th Session

4. The workshop identified characteristics of junior high students and their implications for teaching.	6	5	4	3	2	1
5. The workshop identified principles of learning which should be considered in assessing teacher effectiveness.	6	5	4	3	2	1

November 25th Session

6. The workshop identified critical elements of teaching which should be considered in planning sessions.	6	5	4	3	2	1
7. The workshop helped assess the relative effectiveness of alternative teaching strategies.	6	5	4	3	2	1

December 2nd Session

8. The workshop demonstrated the usefulness of values clarification.	6	5	4	3	2	1

All sessions

9. Workshop activities provided some useful information.	6	5	4	3	2	1
10. Workshop activities were interesting.	6	5	4	3	2	1
11. The university consultant was competent.	6	5	4	3	2	1
12. The university consultant was well-prepared.	6	5	4	3	2	1
13. The university consultant was interesting.	6	5	4	3	2	1
14. The workshop helped me in my teaching.	6	5	4	3	2	1

15. Identify ways in which the workshop session(s) helped you in your teaching:

WORKSHOP FEEDBACK
Holland Elementary School
Fall, 1980

! ! IMPORTANT - READ FIRST ! !

Three workshop sessions were presented through the Teacher Corps project this fall to facilitate enhancement of "motivation in reading" at Holland Elementary. The workshop was planned with the university consultant by a committee of Holland Staff members to address high priority building needs identified by the entire Staff last year.

Items no. 1 through 6 below are based on the specific objectives developed by the planning committee for the respective workshop sessions. Items no. 7 through 13 refer to each and all sessions.

Please check the date(s) below for the session(s) you attended. Then indicate the extent of your agreement or disagreement with the items about the session(s) you attended as well as with the items for "All Sessions" by circling the appropriate numeral according to the scale given. In addition, please respond briefly to the final item in the space provided.

Scale: 6 = Agree Strongly
5 = Agree Mostly
4 = Agree Somewhat
3 = Disagree Somewhat
2 = Disagree Mostly
1 = Disagree Strongly

Sessions: __ October 16
__ November 13
__ December 4

October 16th Session

1. The workshop demonstrated the use of pantomime for increasing student interest in reading poetry.	6	5	4	3	2	1
2. The workshop demonstrated the use of drama to capture student interest in identified types of textbook stories.	6	5	4	3	2	1

November 13th Session

3. The workshop demonstrated the use of poetry for teaching reading skills.	6	5	4	3	2	1
4. The workshop demonstrated the use of short stories for teaching reading skills.	6	5	4	3	2	1

December 4th Session

5. The workshop facilitated discussion of, and individual thinking about, the direct teaching of rules of phonics and word attack in reading.	6	5	4	3	2	1
6. The workshop explored ways of making reading a significant source of satisfaction for students.	6	5	4	3	2	1

All Sessions

7. Workshop activities provided some useful information.	6	5	4	3	2	1
8. Workshop activities were interesting.	6	5	4	3	2	1
9. The university consultant was competent.	6	5	4	3	2	1
10. The university consultant was well-prepared.	6	5	4	3	2	1
11. The university consultant was interesting.	6	5	4	3	2	1
12. The workshop helped me in my teaching.	6	5	4	3	2	1

13. Identify ways in which the workshop session(s) helped you in your teaching:

ADMINISTRATOR FEEDBACK
Fall, 1980

. . IMPORTANT - READ FIRST . .

In the past sixteen months, the Teacher Corps project has initiated and supported a number of activities which have affected school programs and operations both at the building level and at the district level. Periodically, project activities and their perceived impact on school district leaders will be documented and assessed.

The following is a list of major project activities:

1. Initial Orientation Activities
2. Community Council Election/Training
3. Needs Assessment Activities
4. Parent Tutor Program
5. Mini-Festival of School/Community Workshops
6. Napoleon Spring Conference
7. Ann Arbor Administrator In-Service
8. Intern Selection/Training
9. Summer Institute & Follow-up
10. Recreational Day Camp
11. On-Site University Courses
12. Building Workshops
13. Intern Activities

The items below offer you an opportunity to assess the overall effectiveness of project activities to date and to assess the overall effectiveness of project personnel and their communication with you. Please respond as fully as possible.

1. From your perspective, what have been the most effective project activities? Why so?

2. Which project activities have had the greatest impact? How so?

3. What aspect(s) of project activity, if any, need additional attention in order to increase effectiveness?

4. Please rate the effectiveness of the identified project personnel below by circling the appropriate numerals according to the scale:

6 = Very Greatly Effective
5 = Mostly Effective
4 = Somewhat Effective
3 = Somewhat Ineffective
2 = Mostly Ineffective
1 = Very Greatly Ineffective

a.	Dr. Joan Inglis, Project Director	6	5	4	3	2	1
b.	Mr. Ralph Carroll, On-Site Coordinator and Intern Team Leader	6	5	4	3	2	1
c.	Dr. Jim Gress, Program Development Specialist and Documentor	6	5	4	3	2	1
d.	Miss Sandy Coffman	6	5	4	3	2	1
e.	Mrs. Helen Schaechterle, On-Site Secretary	6	5	4	3	2	1
f.	Mrs. Kate Schalow, On-Site Secretary	6	5	4	3	2	1

5. Project personnel meet periodically with school district administrators. What is your assessment of those meetings and of project-administrator communication generally?

Attachment B

TABLE I. COURSE PLANNING FEEDBACK (N= 6)

Item	N Responses 6*	5	4	3	2	1	NR**	$\bar{X}$
1. The course which was planned related to identified goal(s) and objectives constructed by the Teacher Corps Subject Area committee last year.	3	3	-	-	-	-		5.5
2. Specific objectives were stated for the course.	4	2	-	-	-	-	-	5.7
3. The course was planned to address high priority, district-wide needs.	5	-	1	-	-	-	-	5.7
4. The university instructor was receptive to committee input.	3	2	1	-	-	-	-	5.3
5. The university instructor was responsive to stated committee concerns.	4	2	-	-	-	-	-	5.7
6. The university instructor was helpful in providing planning ideas and resources for the committee.	5	1	-	-	-	-	-	5.8
7. Reasonable provisions for course evaluation were agreed upon.	1	4	-	-	-	-	1	5.2
8. Course planning included attention to school and classroom implementation of course ideas and activities.	2	2	2	-	-	-	-	5.0

Additional Comments/Observations: Perhaps more input from building administrators

I wish I were directed to read some of the sources Dr. Gress and Mrs. Jacobi used to be incorporated into the course. I felt I did not contribute much as a committee member simply because curriculum is a weak area of my training. (A viscious cycle?!!?)

I guess I expected miracles again. I don't feel I learned anything I can put to use that I didn't already use. The class was interesting, but not very practical.

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*6 = Agree Strongly; 5 = Agree Mostly; 4 - Agree Somewhat; 3 = Disagree Somewhat; 2 = Disagree Mostly; 1 - Disagree Strongly

**NR = No Response; not included in computing average.

TABLE II. COURSE FEEDBACK -- "Curriculum Development" (N=21)

Item	N Responses 6	5	4	3	2	1	NR	$\bar{X}$
1. The course helped me to define curriculum.	4	10	6	1	-	-	-	4.8
2. The course helped me to understand the importance of curriculum issues.	8	8	4	1	-	-	-	5.1
3. The course helped me to identify forces which influence curriculum development.	6	8	6	1	-	-	-	4.9
4. The course helped me to clarify community roles in curriculum development.	4	6	9	2	-	-	-	4.6
5. The course investigated philosophical frameworks for curriculum.	7	9	2	3	-	-	-	5.0
6. The course identified major "sources" of curriculum.	9	4	5	1	2	-	-	5.4
7. The course examined a variety of curriculum development models.	8	7	4	2	-	-	-	5.0
8. The course helped me to clarify current thinking about the content of reading or mathematics programs.	3	4	8	1	4	1	-	3.9
9. The course investigated factors related to successful curriculum implementation and innovation.	3	8	8	2	-	-	-	4.6
10. The course investigated differences in learning styles and teaching styles.	3	10	1	2	-	-	-	5.1
11. The course provided some useful information.	6	9	3	2	1	-	-	4.8
12. Course activities were interesting.	-	7	9	-	3	2	-	3.8
13. The instructors were competent.	7	8	3	1	1	1	—	4.8
14. The instructors were well-prepared.	10	7	1	1	2	-	-	5.0
15. The work group activities were meaningful.	2	5	11	-	1	2	-	4.0

Most Important "Lessons Learned"

1) The importance of community involvement. 2) How we arrived at our present system for developing curriculum. 3) The difficulty but necessity for good coordination in developing curriculum.

1) The vast social and professional structure involved in getting things done and the importance of much communication (meaningful). 2) The different learning sytles and a need to learn more about these and how to teach to them.

1) The use of power structure for the purpose of a curriculum development procedure. 2) curriculum development is an ongoing process. 3) Even though the curriculum is an on-going process, this does not mean complete change. 4) We as humans make situations much harder than we need to. Many people like to play games with each other and think they have power.

1) Curriculum is very hard to define and many factors influence it. 2) The curriculum director works extremely hard.

1) Curriculum is a multi faceted. 2) Curriculum is more than a printed sheet of paper. 3) Success or failure of a curriculum program depends upon all concerned -- especially the director.

Children should be involved in planning out their own curriculum. There are a lot of channels to go through to get programs implemented in a school.

Differences in learning styles. Need for community support.

That the "curriculum process" is a long and time consuming activity (development). Many factors affect curriculum which I didn't know existed. One has to be able to clarify their own values before attempting to formalize a philosophy concerning curriculum.

Aspects of curriculum implementation; "politics" of curriculum change.

Learning and teaching styles, philosophies, framework for developing curriculum.

I was impressed by the organization that went into the structuring of this course. The instructors were very knowledgeable and presented their lessons in an interesting manner. Thank you. They also displayed tolerance and patience in some situations.

1) Many factors influence curriculum change. 2) Needs do not necessarily require change.

1) Student feeling of stress when some participate and others complain and just want to get course over with. 2) Keep up with educational changes by reading. 3) Different learning styles.

1) My reaction to one of the problems in curriculum design is the tendency to center the rationale on a single criterion. 2) Time must be taken for training in the needed techniques; skills and behavior changes if curriculum development phases are to be effective.

Learning styles -- provided practical information. I question the practicality of the "curriculum" lectures.

TABLE III. COURSE FEEDBACK -- "Reading in the Content Areas" (N=17)

Item	N Responses 6	5	4	3	2	1	NR	$\bar{X}$
1. The course identified criteria for selecting student reading materials.	8	5	4	-	-	-	-	5.2
2. The course identified techniques for assessing students' reading.	10	6	1	-	-	-	-	5.5
3. The course helped me develop a reading interest inventory.	12	3	2	-	-	-	-	5.6
4. The course helped me construct a reading learning center.	1	3	5	4	1	1	2	3.7
5. In the course, reading inventories were administered in classes and the results studied for class prescription.	7	4	2	4	-	-	-	4.8
6. The course helped me develop a classroom vocabulary activity.	11	4	1	1	-	-	-	5.5
7. The course helped me develop a directed reading activity.	11	4	1	1	-	-	-	5.5
8. The course helped me construct questions for different levels of reading comprehension.	7	7	2	1	-	-	-	5.2
9 The course helped me develop, administer, and interpret results of an informal study skills assessment.	5	5	2	3	1	-	1	4.6
10. The course helped me develop a strategy for individualizing reading instruction.	5	3	5	3	1	-	-	4.5
11. Overall, the course provided some useful information.	8	7	1	-	1	-	-	5.2
12. Overall, course activities were interesting.	9	6	1	1	-	-	-	5.4
13. The instructor was competent.	13	3	1	-	-	-	-	5.7
14. The instructor was well-organized.	11	5	-	1	-	-	-	5.5
15. The course helped me in my teaching.	6	7	2	1	-	-	1	5.1

Most Important "Lessons Learned"

The course helped me to develop a better variety of questions beyond the literal level.

Readability techniques grades 1-12; vocabulary lessons -- varying methods and techniques; empathy for secondary position/situations.

How to do cloze procedure. How to check children readability.

Vacabulary activities; Study guide for readers.

Interest Inventories. Readability of a book. Study skills for class.

Ability to evaluate content reading material. Ability to make reading in my area more worthwhile and enjoyable. Supplemental reading material is important at all levels (reading).

Reading study guide. Vocabulary lessons - new/interesting ways. Never teach a word out of context.

Cloze technique. Importance of understanding vocabulary to understand lesson.

How to determine readability of selections. How to realize that different types (levels) of questions are asked to meet the different levels of reading comprehension.

Prepare reading guides. Read to class as motivator. Study skills.

How to teach a vocabulary lesson. How to develop a reading guide.

Classroom Applications

Given me ideas to use to help my students get the most out of their texts and motivational ideas.

How to determine readability of selections. How to realize that different types (levels) of questions are asked to meet the different levels of reading comprehension.

Pick out reading level of text. How to assess students' reading.

Opened my eyes to children's needs of reading in all areas.

Helped in showing me that I must share in helping the poor reader too. Made me aware of the problems of a poor/frustrated reader and how to help him/her.

Introduced me to reading ability used to determine a grade level book.

Helped me to realize the significance of making reading more interesting and worthwhile through the use of the above activities.

Better selection of textbooks to fill needs of students.

The above listed techniques have helped me as a classroom teacher. Constructing questions for different levels of reading comprehension. Overall useful information.

TABLE IV. WORKSHOP PLANNING FEEDBACK (N=6)

Item	N Responses 6	5	4	3	2	1	NR	$\bar{X}$
1. The workshop which was planned related to high-priority goal(s) and objective (s) constructed by Teacher Corps committees last year	2	2	-	-	-	-	-	5.0
2. Specific objectives were stated for the workshop.	2	2	-	1	-	-	-	5.0
3. The workshop was planned to address high priority building needs.	3	1	1	-	-	-	-	5.4
4. The university consultant was receptive to committee input.	3	1	-	-	-	-	1	5.7
5. The university consultant was responsive to stated committee committee.	3	1	-	-	1	-	-	5.0
6. The university consultant was helpful in providing planning ideas and resources for the committee.	4	-	-	1	-	-	-	5.4
7. Workshop planning included concern for school/classroom implementation.	1	3	1	-	-	-	-	5.0
8. Workshop scheduling provided for optimum school staff participation.	3	2	-	-	-	-	-	5.6

Additional Comments/Observations

I feel Dewayne DeMedio did a fine job and has a great deal to offer teachers who are receptive.

TABLE V. WORKSHOP FEEDBACK -- Springfield High School

Item	N Responses 6	5	4	3	2	1	NR	$\bar{X}$
1st Session (N=17)								
1. The workshop presented recent research findings about motivation.	3	5	7	2	-	-	-	4.5
2. The workshop demonstrated the usefulness of open discussion for enhancing student motivation.	3	7	5	1	-	1	-	4.5
3. The workshop illustrated a need for positive teacher self-concept for fostering student motivation.	8	5	2	2	-	-	-	5.1
2nd Session (N=11)								
4. The workshop facilitated understanding of conditions which prompt negative motivation.	2	5	4	-	-	-	-	4.8
5. The workshop demonstrated relationships between a teacher's own problems and student motivation.	4	3	3	1	-	-	-	4.9
6. The workshop underscored the difficulty in establishing positive Staff motivation.	3	4	3	1	-	-	-	4.8
3rd Session (N=10)								
7. The workshop identified three forms of classroom motivation -- competition, cooperation and individualization.	6	4	-	-	-	-	-	5.6
8. The workshop demonstrated the task commitment which high motivation can generate.	5	3	2	-	-	-	-	5.3
9. The workshop demonstrated a need for greater cooperation between teachers and students in this regard.	4	4	1	1	-	-	-	5.1
All Sessions (N=17)								
10. The course provided some useful information.	3	6	8	-	-	-	-	4.7

11. Workshop activities were interesting.	5	8	3	1	-	-	-	5.0
12. The university consultant was competent.	9	5	3	-	-	-	-	5.4
13. The university consultant was well-prepared.	9	5	2	1	-	-	-	5.3
14. The workshop session(s) has(have) been helpful in my teaching.	3	4	4	4	1	1	-	4.1

Classroom Applications

Have played the new city game in class

Student motivation is something that has no concrete answers. Values have a great effect on student motivation.

Motivation is probably the most important tool in working with young people. We must be careful how we use motivational tools.

It's easy to talk about motivation and all the wonderful activities, but the activities are not practical. I am a student oriented teacher. I don't know that it has.

I enjoy them because they are lively and generate more involvement in our students as people.

Individual course planning!!

Value of workshops. Need for requesting materials and evaluations. Different approach or outlook.

Nothing - most of the things I understood already, though I don't necessarily believe them. It hasn't really all that much.

We have a strong need for feelings of belonging and unity in staff and students. Changes can occur.

Motivation is tough to achieve. Motivation can't always be achieved. Helped in planning for small groups activities.

Competition is a basic form of motivation. Different students are motivated in different ways. Overall attitude.

TABLE VI. WORKSHOP FEEDBACK -- Springfield Junior High School

Item	N Responses 6	5	4	3	2	1	NR	$\bar{X}$
1st Session (N=13)								
1. The workshop increased understanding of "teacher burnout" and ways to counter-act it.	2	2	7	1	-	-	1	4.4
2. The workshop identified several models for attaining effective discipline.	2	6	1	2	-	-	2	4.7
3. The workshop presented methods for changing the curriculum to promote effective discipline.	3	4	3	2	-	-	1	4.7
2nd Session (N=10)								
4. The workshop identified characteristics of junior high students and their implications for teaching.	5	2	3	-	-	-	-	5.2
5. The workshop identified principles of learning which should be considered in assessing teacher effectiveness.	3	5	2	-	-	-	-	5.1
3rd Session (N=8)								
6. The workshop identified critical elements of teaching which should be considered in planning sessions.	3	4	1	-	-	-	-	5.3
7. The workshop helped assess the relative effectiveness of alternative teaching strategies.	2	4	1	1	-	-	-	4.9
4th Session (N=7)								
8. The workshop demonstrated the usefulness of values clarification.	1	3	3	-	-	-		4.7
All Sessions (N=13)								
9. Workshop activities provided some useful information.	4	2	4	-	-	-	3	5.0
10. Workshop activities were interesting.	4	2	2	2	-	-	3	5.0

11. The university consultant was competent.	7	-	3	-	-	-	3	5.4
12. The university consultant was well-prepared.	7	2	1	-	-	-	3	5.6
13. The university consultant was interesting.	6	1	3	-	-	-	3	5.3
14. The workshop helped me in my teaching.	3	2	3	1	-	-	4	4.8

Classroom Applications

Helped me realize that Junior High age students are normally very physically active. Helped me set realistic expectations for my classes.

To realize that others had some problems. I was not alone.

It helped me to realize the many different problems that children have and how everyone learns differently.

It made me take a second look at what I was doing.

Brought out ideas I had forgotten about.

TABLE VII WORKSHOP FEEDBACK -- Holland Elementary School

Item	N Responses 6	5	4	3	2	1	NR*	$\bar{X}$
1st Session (N=16)								
1. The workshop demonstrated the use of pantomime for increasing student interest in reading poetry.	11	5	-	-	-	-	-	5.7
2. The workshop demonstrated the use of drama to capture student interest in identified types of textbook stories.	11	5	-	-	-	-	-	5.7
2nd Session (N=17)								
3. The workshop demonstrated the use of poetry for teaching reading skills.	6	8	3	-	-	-	-	5.2
4. The workshop demonstrated the use of short stories for teaching reading skills.	6	5	4	2	-	-	-	4.9
3rd Session (N=15)								
5. The workshop facilitated discussion of, and individual thinking about, the direct teaching of rules of phonics and word attack in reading.	5	4	5	-	1	-		4.8
6. The workshop explored ways of making reading a significant source of satisfaction for students.	4	4	4	2	1	-		4.5
All Sessions (N=18)								
7. Workshop activities provided some useful information.	8	8	1	1	-	-	-	5.3
8. Workshop activities were interesting.	9	7	2	-	-	-	-	5.4
9. The university consultant was competent.	14	1	2	-	1	-	-	5.5

*NR = No Response; not included in calculating average.

10. The university consultant was well-prepared.	14	2	2	-	-	-	-	5.7
11. The university consultant was interesting.	14	1	3	-	-	-	-	5.6
12. The workshop helped me in my teaching.	6	8	2	1	1	-	-	4.9

Classroom Applications

Made me aware of children's literature that can be used as supplementary material in my teaching. Many ideas on teaching various word skills.

I was able to use some of the ideas immediately.

Motivated me to motivate my students in a more dramatic way.

To act out more stories and to get the "feel" of the story or song-poem.

Dr. Sandberg's own interest in teaching and true love of kids is a "shot in the arm" we all need from time to time. We can get too burdened with day to day pressures and he restores enthusiasm.

I will try to use some of his methods - Poetry.

Provided many worthwhile ideas. Was very motivating. Gave me many examples of books to use in the classroom.

I used some of Dr. Sandberg's ideas in my class.

Herb gave actual sources and the practical use of those sources for the classroom. This saved me much research time.

Creating interest in poetry.

I did the Halloween activities with my class. They loved it!

It gave me examples I can use in my classroom that will really work.

TABLE VIII ADMINISTRATOR FEEDBACK (N=5)

Project Activity	N Most Effective	N Greatest Impact
1. Initial Orientation Activity	0	0
2. Community Council Election/Training	0	0
3. Needs Assessment Activities	1	1
4. Parent Tutor Program	0	0
5. Mini-festival of School/Community Workshops	1	0
6. Napoleon Spring Conference	1	0
7. Ann Arbor Administrator In-Service	0	0
8. Intern Selection/Training	0	0
9. Summer Institute & Follow-Up	4	4
10. Recreational Day Camp	1	1
11. On-Site University Courses	2	0
12. Building Wrokshops	3	1
13. Intern Activities	1	0

Identified Problems

More opportunity for staff to share ideas, plus visitation.

This is an important area of concern for us -- to be informed, so we can be more effective in working with our staffs. We want to support you.

The creativity, energy and enthusiasm of interns need to be tempered at times with a greater display of maturity and increased sensitivity to teachers' needs and feelings.